# Grade 3 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and	Brief text with straightforward ideas and relationships; short,	Text with clear, complex ideas and relationships and	Text with detailed and implied complex ideas
relationships; short, simple sentences.	simple sentences.	simple; compound sentences.	and relationships; a variety of sentence types
In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:	including phrases and transition words.  In reading, the student is able to:
<ul> <li>identify the topic of a literary text</li> <li>identify a detail from a literary text</li> <li>identify a character or setting in a literary text</li> <li>identify the topic of an informational text</li> <li>identify a title, caption, or heading in an informational text</li> <li>identify an illustration related to a given</li> </ul>	<ul> <li>determine the central idea and supporting details in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>determine the main idea of visually presented information</li> <li>identify the purpose of text features in informational text</li> <li>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> </ul>	<ul> <li>determine the central idea and supporting details in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>determine the main idea of visually presented information</li> <li>identify the purpose of text features in informational text</li> </ul>	<ul> <li>determine the central idea and supporting details in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>determine the main idea of visually presented information</li> <li>identify the purpose of text features in informational text</li> </ul>
<ul> <li>topic</li> <li>identify a topic presented by an illustration</li> <li>identify the meaning of words (i.e.,</li> </ul>	use context to identify the meaning of multiple meaning words	<ul> <li>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<ul> <li>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>use context to identify the meaning of</li> </ul>
nouns)	AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.	AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.	multiple meaning words
	<ul> <li>use details from a literary text to answer specific questions</li> <li>describe the relationship between characters, and character and setting in literary text</li> </ul>	<ul> <li>use details from a literary text to answer specific questions</li> <li>describe the relationship between characters, and character and setting in literary text</li> </ul>	
	<ul> <li>AND with accuracy, the student is able to:</li> <li>identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</li> </ul>	<ul><li>AND with accuracy, the student is able to:</li><li>identify grade level words</li></ul>	
AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:
<ul> <li>identify a statement related to an everyday topic</li> <li>use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development and/or conventions</li> </ul>	<ul> <li>identify elements of a narrative text to include beginning, middle, and end</li> <li>identify the category related to a set of facts</li> <li>use the writing process to create a narrative product and demonstrate limited command of organization, idea development and/or conventions</li> </ul>	<ul> <li>identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</li> <li>use the writing process to create a narrative product and demonstrate partial command of organization, idea development and/or conventions</li> </ul>	use the writing process to create a narrative product and demonstrate overall command of organization, idea development and/or conventions

<sup>\*</sup>Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

# Grade 4 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and	Brief text with straightforward ideas and relationships; short, simple	Text with clear, complex ideas and relationships and	Text with detailed and implied complex ideas
relationships; short, simple sentences.	sentences.	simple; compound sentences.	and relationships; a variety of sentence types
			including phrases and transition words.
In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:
identify a topic of a literary text	determine the theme of literary text and identify supportive	determine the theme of literary text and identify	determine the theme of literary text
identify a detail from a literary text	details	supportive details	<ul><li>and identify supportive details</li><li>determine the main idea of</li></ul>
identify a character in a literary text	<ul> <li>describe character traits using text-based details in literary text</li> <li>determine the main idea of informational text</li> </ul>	determine the main idea of informational text     applies bout the information provided in shorts.	informational text
<ul> <li>identify charts, graphs, diagrams, or timelines in an informational text</li> </ul>	locate information in charts, graphs, diagrams, or timelines	<ul> <li>explain how the information provided in charts, graphs, diagrams, or timelines contributes to an</li> </ul>	explain how the information provided in
identify a topic of an informational text	use information from charts, graphs, diagrams, or timelines in	understanding of informational text	charts, graphs, diagrams, or timelines
<ul> <li>use context to identify the meaning of</li> </ul>	informational text to answer questions	use information from charts, graphs, diagrams, or	contributes to an understanding of
multiple meaning words	use general academic words	timelines in informational text to answer questions	informational text
identify general academic words	6	use general academic words	<ul> <li>use information from charts, graphs,</li> </ul>
, 0	AND with Moderate text complexity -	AND with High text complexity -	diagrams, or timelines in informational
	Text with clear, complex ideas and relationships and simple;	Text with detailed and implied complex ideas and	text to answer questions
	compound sentences.	relationships; a variety of sentence types including	use general academic words
		phrases and transition words.	
	use details from a literary text to answer specific questions	use details from a literary text to answer specific	
	use context to identify the meaning of multiple meaning words	questions	
		describe character traits using text-based details in	
		literary text	
		<ul> <li>use context to identify the meaning of multiple meaning words</li> </ul>	
	AND with accuracy, the student is able to:	AND with accuracy, the student is able to:	
	identify simple words (i.e., words with a consonant at the	identify grade level words	
	beginning, a consonant at the end, and a short vowel in the	, and the second	
	middle)		
AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:
identify the concluding sentence in a	identify elements of a narrative text to include beginning,	identify a text feature (e.g., headings, charts, or	use the writing process to create a
	· · · · · · · · · · · · · · · · · · ·		narrative product and demonstrate
= -			
•		· · · · · · · · · · · · · · · · · · ·	development and/or conventions
		idea development and/or conventions	
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_	_	_	use the writing process to create a

<sup>\*</sup>Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

# Grade 5 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and	Brief text with straightforward ideas and	Text with clear, complex ideas and relationships	Text with detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	and simple; compound sentences.	relationships; a variety of sentence types including
			phrases and transition words.
In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:
<ul> <li>identify an event from the beginning of a literary text</li> </ul>	<ul> <li>compare characters, settings, and events in literary text</li> </ul>	<ul> <li>compare characters, settings, and events in literary text</li> </ul>	<ul> <li>compare characters, settings, and events in literary text</li> </ul>
identify a detail from a literary text	determine the main idea and identify	determine the main idea and identify	determine the main idea and identify
<ul> <li>identify a detail from a ficerary text</li> <li>identify a character, setting and event in a</li> </ul>	supporting details in informational text	supporting details in informational text	supporting details in informational text
literary text	use details from the text to support an	use details from the text to support an	<ul> <li>use details from the text to support an</li> </ul>
identify the topic of an informational text	author's point in informational text	author's point in informational text	author's point in informational text
identify the main idea of an informational text	compare and contrast how information and	compare and contrast how information and	compare and contrast how information and
identify the difference in how information is	events are presented in two informational	events are presented in two informational	events are presented in two informational
presented in two sentences	texts	texts	texts
	<ul> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<ul> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<ul> <li>use context to identify the meaning of multiple meaning words</li> </ul>
	AND with Moderate text complexity -	AND with High text complexity -	meaning words
	Text with clear, complex ideas and relationships	Text with detailed and implied complex ideas and	
	and simple; compound sentences.	relationships; a variety of sentence types including	
		phrases and transition words.	
	summarize a literary text from beginning to	summarize a literary text from beginning to	
	end	end	
	use details from a literary text to answer	use details from a literary text to answer	
	specific questions	specific questions	
AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:
identify the category related to a set of	identify elements of a narrative text to include	support an explanatory text topic with relevant	use the writing process to create a narrative
common nouns	beginning, middle, and end	information	product and demonstrate overall command of
<ul> <li>use the writing process to create a narrative product and demonstrate minimal (or no)</li> </ul>	<ul> <li>identify a sentence that is organized for a text structure such as comparison/contrast</li> </ul>	use the writing process to create a narrative	organization, idea development and/or conventions
command of organization, idea development	<ul> <li>use the writing process to create a narrative</li> </ul>	product and demonstrate partial command of organization, idea development and/or	Conventions
and/or conventions	product and demonstrate limited command of	conventions	
	organization, idea development and/or	Conventions	
**	conventions		

<sup>\*</sup>Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

# Grade 6 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and	Brief text with straightforward ideas and	Text with clear, complex ideas and relationships and	Text with detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	simple; compound sentences.	relationships; a variety of sentence types including
In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:	phrases and transition words. In reading, the student is able to:
<ul> <li>identify an event from the beginning or end of a literary text</li> <li>identify a detail from a literary text</li> <li>identify a character in a literary text</li> <li>identify the topic of an informational text</li> <li>identify the main idea of an informational text</li> <li>identify a fact from an informational text</li> <li>identify a description of an individual or event in an informational text</li> <li>use context to identify the meaning of multiple</li> </ul>	<ul> <li>summarize a literary text from beginning to end without including personal opinions</li> <li>support inferences about characters using details in literary text</li> <li>use details from the text to elaborate a key idea in informational text</li> </ul>	<ul> <li>summarize a literary text from beginning to end without including personal opinions</li> <li>support inferences about characters using details in literary text</li> <li>summarize an informational text without including personal opinions</li> <li>use details from the text to elaborate a key idea in informational text</li> <li>use evidence from the text to support an author's claim in informational text</li> </ul>	<ul> <li>summarize a literary text from beginning to end without including personal opinions</li> <li>use details from a literary text to answer specific questions</li> <li>support inferences about characters using details in literary text</li> <li>use details from the text to elaborate a key idea in an informational text</li> <li>use evidence from the text to support an author's claim in informational text</li> </ul>
<ul> <li>meaning words</li> <li>identify the meaning of general academic words</li> </ul>	AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.  • use details from a literary text to answer	<ul> <li>summarize information presented in two informational texts</li> <li>use domain specific words accurately</li> <li>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</li> <li>use details from a literary text to answer</li> </ul>	use domain specific words accurately
	<ul><li>specific questions</li><li>use context to identify the meaning of multiple meaning words</li></ul>	<ul> <li>specific questions</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	
<ul> <li>AND in writing, the student is able to:         <ul> <li>identify an everyday order of events</li> </ul> </li> <li>use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development and/or conventions</li> </ul>	<ul> <li>AND in writing, the student is able to:         <ul> <li>identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>identify the next event in a brief narrative</li> </ul> </li> <li>use the writing process to create an explanatory product and demonstrate limited command of organization, idea development and/or conventions</li> </ul>	<ul> <li>AND in writing, the student is able to:         <ul> <li>identify transition words and phrases to convey a sequence of events in narrative text</li> </ul> </li> <li>use the writing process to create an explanatory product and demonstrate partial command of organization, idea development and/or conventions</li> </ul>	<ul> <li>AND in writing, the student is able to:</li> <li>use the writing process to create an explanatory product and demonstrate overall command of organization, idea development and/or conventions</li> </ul>

<sup>\*</sup>Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

# Grade 7 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.	High text complexity -  Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
<ul> <li>In reading, the student is able to:         <ul> <li>identify a theme from a literary text</li> <li>identify an inference from a literary text</li> </ul> </li> <li>identify a conclusion from an informational text</li> <li>identify a claim the author makes in an informational text</li> <li>compare and contrast two statements related to the same topic</li> <li>use context to identify the meaning of words</li> </ul>	<ul> <li>In reading, the student is able to:         <ul> <li>identify the relationship between individuals or events in an informational text</li> <li>use evidence from the text to support an author's claim in informational text</li> </ul> </li> <li>AND with Moderate text complexity -         <ul> <li>Text with clear, complex ideas and relationships and simple; compound sentences.</li> </ul> </li> <li>use details to support themes from literary text</li> </ul>	<ul> <li>In reading, the student is able to:         <ul> <li>use details to support a conclusion from informational text</li> <li>use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</li> <li>use evidence from the text to support an author's claim in informational text</li> <li>compare and contrast how two authors write about the same topic in informational texts</li> <li>use context to identify the meaning of gradelevel phrases</li> </ul> </li> <li>AND with High text complexity -         <ul> <li>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</li> <li>use details to support themes from literary text</li> </ul> </li> </ul>	<ul> <li>In reading, the student is able to:         <ul> <li>use details to support a conclusion from informational text</li> </ul> </li> <li>use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</li> <li>use evidence from the text to support an author's claim in informational text</li> <li>compare and contrast how two authors write about the same topic in informational texts</li> <li>use context to identify the meaning of gradelevel phrases</li> </ul>
	<ul> <li>use details to support inferences from literary text</li> </ul>	<ul> <li>use details to support inferences from literary text</li> </ul>	
<ul> <li>AND in writing, the student is able to:</li> <li>identify a graphic that includes an event as described in a text</li> <li>use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development and/or conventions</li> </ul>	<ul> <li>AND in writing, the student is able to:</li> <li>identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>identify the next event in a brief narrative</li> <li>use the writing process to create an explanatory product and demonstrate limited command of organization, idea development and/or conventions</li> </ul>	<ul> <li>AND in writing, the student is able to:         <ul> <li>identify a sentence that provides a conclusion in narrative text</li> </ul> </li> <li>use the writing process to create an explanatory product and demonstrate partial command of organization, idea development and/or conventions</li> </ul>	use the writing process to create an explanatory product and demonstrate overall command of organization, idea development and/or conventions

<sup>\*</sup>Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

# Grade 8 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity - Brief text with straightforward ideas and	Low text complexity - Brief text with straightforward ideas and	Moderate text complexity - Text with clear, complex ideas and relationships and	High text complexity - Text with detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	simple; compound sentences.	relationships; a variety of sentence types including phrases and transition words.
<ul> <li>In reading, the student is able to:</li> <li>identify a theme from a literary text</li> <li>identify an inference from a literary text</li> <li>identify a fact related to a presented argument in informational text</li> <li>identify a similar topic in two informational texts</li> <li>use context to identify the meaning of multiple meaning words</li> <li>identify the meaning of general academic words</li> </ul>	<ul> <li>In reading, the student is able to:         <ul> <li>use details to support a conclusion from literary text</li> </ul> </li> <li>identify an inference drawn from an informational text</li> <li>identify the portion of text which contains specific information         <ul> <li>identify an argument the author makes in informational text</li> </ul> </li> <li>examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>use domain specific words or phrases accurately</li> </ul> <li>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</li>	<ul> <li>In reading, the student is able to:         <ul> <li>use details to support a conclusion from literary text</li> </ul> </li> <li>use details to support an inference from informational text</li> <li>identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</li> <li>identify an argument the author makes in informational text</li> <li>examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>use domain specific words and phrases accurately</li> <li>AND with High text complexity -</li> <li>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</li> </ul>	<ul> <li>In reading, the student is able to:         <ul> <li>use details to support a conclusion from literary text</li> </ul> </li> <li>use details to support an inference from informational text</li> <li>identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</li> <li>identify an argument the author makes in informational text</li> <li>examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>use domain specific words and phrases accurately</li> </ul>
	<ul> <li>analyze the development of a theme including the relationship between a character and an event in literary text</li> <li>use context to identify the meaning of grade- level words and phrases</li> </ul>	<ul> <li>analyze the development of a theme including the relationship between a character and an event in literary text</li> <li>use context to identify the meaning of grade- level words and phrases</li> </ul>	
<ul> <li>AND in writing, the student is able to:         <ul> <li>identify a writer's opinion</li> </ul> </li> <li>use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development and/or conventions</li> </ul>	<ul> <li>AND in writing, the student is able to:         <ul> <li>identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>identify an idea relevant to a claim</li> </ul> </li> <li>use the writing process to create an explanatory product and demonstrate limited command of organization, idea development and/or conventions</li> </ul>	<ul> <li>AND in writing, the student is able to:</li> <li>identify relevant information to support a claim</li> <li>use the writing process to create an explanatory product and demonstrate partial command of organization, idea development and/or conventions</li> </ul>	use the writing process to create an explanatory product and demonstrate overall command of organization, idea development and/or conventions

<sup>\*</sup>Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

# Grade 11 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and	Brief text with straightforward ideas and	Text with clear, complex ideas and relationships	Text with detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	and simple; compound sentences.	relationships; a variety of sentence types
			including phrases and transition words.
In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:
identify a summary of a literary text	use details to support a summary of literary	use details to support a summary of literary	use details to support a summary of literary
identify an event from a literary text	text	text	text
identify the central idea of an informational	identify a conclusion from an informational	<ul> <li>use details to support a conclusion presented in informational text</li> </ul>	use details to support a conclusion presented in informational text
text     identify facts from an informational text	<ul><li>text</li><li>identify key details that support the</li></ul>	identify key details that support the	identify key details that support the
<ul> <li>identify facts from an informational text</li> <li>identify what an author tells about a topic in</li> </ul>	development of a central idea of an	development of a central idea of an	development of a central idea of an
informational text	informational text	informational text	informational text
use context to identify the meaning of	use details presented in two informational	use details presented in two informational	use details presented in two informational
multiple meaning words	texts to answer a question	texts to answer a question	texts to answer a question
• identify a word used to describe a person,	explain why an author uses specific word	explain why an author uses specific word	explain why an author uses specific word
place, thing, action or event	choices within texts	choices within texts	choices within texts
	AND with Moderate text complexity -	AND with High text complexity -	
	Text with clear, complex ideas and relationships	Text with detailed and implied complex ideas and	
	and simple; compound sentences.	relationships; a variety of sentence types	
		including phrases and transition words.	
	evaluate how the author's use of specific	evaluate how the author's use of specific	
	details in literary text contributes to the text	details in literary text contributes to the text	
	determine an author's point of view about a	<ul> <li>determine an author's point of view about a topic in informational text</li> </ul>	
	topic in informational text	use context to identify the meaning of grade-	
	use context to identify the meaning of grade-	level phrases	
	level phrases	·	
AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:
identify information which is unrelated to a given tonic.	<ul> <li>identify elements of an argument to include introduction, claim, evidence, and conclusion</li> </ul>	identify relevant information to address a  given topic and support the purpose of a tout.	use the writing process to create an
<ul><li>given topic</li><li>use the writing process to create an</li></ul>	identify how to group information for a	given topic and support the purpose of a text	argumentative product and demonstrate overall command of organization, idea
argumentative product and demonstrate	specific text structure	<ul> <li>use the writing process to create an argumentative product and demonstrate</li> </ul>	development and/or conventions
minimal (or no) command of organization,	<ul> <li>use the writing process to create an</li> </ul>	partial command of organization, idea	development unity of conventions
idea development and/or conventions	argumentative product and demonstrate	development and/or conventions	
	limited command of organization, idea	development and/or conventions	
	development and/or conventions		

<sup>\*</sup>Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.